

**FORMING A FOUNDATION FOR READING**

Requires readers to develop and apply basic reading skills and strategies across genres to read and understand texts at the appropriate grade level. This involves reading at the word, sentence, and connected text levels across content areas that include multicultural texts.

End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>RD-EP-1.1</b> Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. <b>DOK 2</b>	<b>RD-04-1.1</b> Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. <b>DOK 2</b>	<i>RD-05-1.1</i> <i>Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. <b>DOK 2</b></i>
<b>RD-EP-1.2</b> Students will apply knowledge of synonyms, antonyms, or compound words for comprehension. <b>DOK 2</b>	<b>RD-04-1.2</b> Students will apply knowledge of synonyms, antonyms, or compound words for comprehension. <b>DOK 2</b>	<b>RD-05-1.2</b> Students will apply knowledge of synonyms, antonyms, or compound words to comprehend a passage. <b>DOK 2</b>
<b>RD-EP-1.3</b> Students will know that some words have multiple meanings and identify the correct meaning as the word is used. <b>DOK 2</b>	<b>RD-04-1.3</b> Students will know that some words have multiple meanings and identify the correct meaning as the word is used. <b>DOK 2</b>	<b>RD-05-1.3</b> Students will identify words that have multiple meanings and select the appropriate meaning for the context. <b>DOK 2</b>
<b>RD-EP-1.4</b> Students will apply the meanings of common prefixes or suffixes to comprehend unfamiliar words. <b>DOK 2</b>	<b>RD-04-1.4</b> Students will apply the meanings of common prefixes or suffixes to comprehend unfamiliar words. <b>DOK 2</b>	<b>RD-05-1.4</b> Students will apply the meanings of common prefixes or suffixes to comprehend unfamiliar words. <b>DOK 2</b>
<b>RD-EP-1.5</b> Students will identify the purpose of capitalization, punctuation, boldface type, italics, or indentations to make meaning of the text. <b>DOK 1</b>	<b>RD-04-1.5</b> Students will identify the purpose of capitalization, punctuation, boldface type, italics, or indentations to make meaning of the text. <b>DOK 1</b>	<b>RD-05-1.5</b> Students will identify the purpose of capitalization, punctuation, boldface type, italics, or indentations to make meaning of the text. <b>DOK 1</b>
<i>RD-EP-1.6</i> <i>Students will formulate questions to guide reading. <b>DOK 2</b></i>	<i>RD-04-1.6</i> <i>Students will formulate questions to guide reading. <b>DOK 2</b></i>	<i>RD-05-1.6</i> <i>Students will formulate questions to guide reading. <b>DOK 2</b></i>
	<i>RD-04-1.7</i> <i>Students will scan to find key information. <b>DOK 1</b></i>	<i>RD-05-1.7</i> <i>Students will scan to find key information. <b>DOK 1</b></i>
	<i>RD-04-1.8</i> <i>Students will skim to get the general meaning of a passage. <b>DOK 1</b></i>	<i>RD-05-1.8</i> <i>Students will skim to get the general meaning of a passage. <b>DOK 1</b></i>

(i.e. – only assessed items)

(e.g., - are suggestions not a comprehensive list)

**Bold – State Assessment Content Statement**

*Italics – Supporting Content Statement*

DEVELOPING AN INITIAL UNDERSTANDING		
Requires readers to consider the text as a whole or in a broader perspective to develop an initial understanding.		
End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<i>RD-EP-2.1</i> <i>Students will distinguish between fiction and non-fiction texts. DOK 2</i>	<b>RD-04-2.1</b> <b>Students will identify and describe the characteristics of fiction, nonfiction, poetry, or plays. DOK 2</b>	<b>RD-05-2.1</b> <b>Students will identify and describe the characteristics of fiction, nonfiction, poetry, or plays. DOK 2</b>
<b>RD-EP-2.2</b> <b>Students will describe characters, plot, setting, or problem/solution of a passage. DOK 2</b>	<b>RD-04-2.2</b> <b>Students will describe characters, plot, setting, or problem/solution of a passage. DOK 2</b>	<b>RD-05-2.2</b> <b>Students will identify or explain literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage. DOK 3</b>
<i>RD-EP-2.3</i> <i>Students will locate key ideas or information in a passage. DOK 2</i>	<b>RD-04-2.3</b> <b>Students will locate key ideas or information in a passage. DOK 2</b>	<b>RD-05-2.3</b> <b>Students will locate key ideas or information in a passage. DOK 2</b>
<b>RD-EP-2.4</b> <b>Students will identify specialized vocabulary (words and terms specific to understanding the content). DOK 2</b>	<b>RD-04-2.4</b> <b>Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content). DOK 2</b>	<b>RD-05-2.4</b> <b>Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content). DOK 2</b>
<b>RD-EP-2.5</b> <b>Students will identify the correct sequence. DOK 1</b>	<i>RD-04-2.5</i> <i>Students will identify and explain why the correct sequence is important. DOK 2</i>	<i>RD-05-2.5</i> <i>Students will identify and explain the sequence of activities needed to carry out a procedure. DOK 2</i>
	<i>RD-04-2.6</i> <i>Students will summarize information from a passage. DOK 2</i>	<i>RD-05-2.6</i> <i>Students will summarize information from a passage. DOK 2</i>
<b>RD-EP-2.7</b> <b>Students will make inferences or draw conclusions based on what is read. DOK 2</b>	<b>RD-04-2.7</b> <b>Students will make inferences or draw conclusions based on what is read. DOK 2</b>	<b>RD-05-2.7</b> <b>Students will make inferences or draw conclusions based on what is read. DOK 2</b>

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<b>Interpreting Text</b> Requires readers to extend their initial impressions to develop a more complete understanding of what is read. This involves linking information across parts of a text as well as focusing on specific information.		
<b>End of Primary</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
<b>RD-EP-3.1</b> <b>Students will explain a character's actions based on a passage. DOK 3</b>	<b>RD-04-3.1</b> <b>Students will explain a character's actions based on a passage. DOK 3</b>	<b>RD-05-3.1</b> <b>Students will explain a character's actions based on a passage. DOK 3</b>
<i>RD-EP-3.2</i> <i>Students will explain how a conflict in a passage is resolved. DOK 3</i>	<b>RD-04-3.2</b> <b>Students will explain how a conflict in a passage is resolved. DOK 3</b>	<b>RD-05-3.2</b> <b>Students will explain how a conflict in a passage is resolved. DOK 3</b>
<i>RD-EP-3.3</i> <i>Students will identify an author's purpose in a passage. DOK 2</i>	<b>RD-04-3.3</b> <b>Students will identify an author's purpose in a passage. DOK 2</b>	<b>RD-05-3.3</b> <b>Students will identify an author's purpose in a passage. DOK 2</b>
<b>RD-EP-3.4</b> <b>Students will identify main ideas or details that support them. DOK 2</b>	<b>RD-04-3.4</b> <b>Students will identify main ideas and details that support them. DOK 2</b>	<b>RD-05-3.4</b> <b>Students will identify main ideas and details that support them. DOK 2</b>
<i>RD-EP-3.5</i> <i>Students will identify fact or opinion from a passage. DOK 2</i>	<b>RD-04-3.5</b> <b>Students will identify fact or opinion from a passage. DOK 2</b>	<b>RD-05-3.5</b> <b>Students will identify fact or opinion from a passage. DOK 2</b>
<i>RD-EP-3.6</i> <i>Students will identify information in a passage that is supported by fact. DOK 2</i>	<b>RD-04-3.6</b> <b>Students will identify information in a passage that is supported by fact. DOK 2</b>	<b>RD-05-3.6</b> <b>Students will identify the argument and supporting evidence. DOK 2</b>
<i>RD-EP-3.7</i> <i>Students will identify an author's opinion about a subject. DOK 2</i>	<b>RD-04-3.7</b> <b>Students will identify an author's opinion about a subject. DOK 2</b>	<b>RD-05-3.7</b> <b>Students will identify an author's opinion (i.e., bias, misinformation) about a subject. DOK 2</b>
<i>RD-EP-3.8</i> <i>Students will identify informative or persuasive passages. DOK 2</i>	<b>RD-04-3.8</b> <b>Students will identify informative or persuasive passages. DOK 2</b>	<i>RD-05-3.8</i> <i>Students will identify informative or persuasive passages. DOK 2</i>
<i>RD-EP-3.9</i> <i>Students will identify commonly used persuasive techniques (i.e., emotional appeal and testimonial) used in a passage. DOK 2</i>	<b>RD-04-3.9</b> <b>Students will identify commonly used persuasive techniques (i.e., bandwagon, emotional appeal, testimonial, expert opinion) used in a passage. DOK 2</b>	<b>RD-05-3.9</b> <b>Students will identify commonly used persuasive techniques (i.e., bandwagon, emotional appeal, testimonial, expert opinion) used in a passage. DOK 2</b>

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<b>Reflecting and Responding to Text</b> Requires readers to connect knowledge from the text with their own background knowledge. The focus is on how the text relates to personal knowledge.		
<b>End of Primary</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
<i>RD-EP-4.1</i> <i>Students will connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.).</i> <b>DOK 3</b>	<i>RD-04-4.1</i> <i>Students will connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.).</i> <b>DOK 3</b>	<i>RD-05-4.1</i> <i>Students will connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.).</i> <b>DOK 3</b>

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<b>Demonstrating a Critical Stance</b> Requires readers to consider the text objectively. It involves a range of tasks, including critical evaluation, comparing and contrasting, and understanding the impact of features such as irony, humor, and organization.		
End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<i>RD-EP-5.1</i> <i>Students will evaluate what is read based on the author's word choice, content, or use of literary elements. <b>DOK 3</b></i>	<i>RD-04-5.1</i> <i>Students will evaluate what is read based on the author's word choice, content, or use of literary elements. <b>DOK 3</b></i>	<b>RD-05-5.1</b> <b>Students will evaluate what is read based on the author's word choice, content, or use of literary elements. DOK 3</b>
<i>RD-EP-5.2</i> <i>Students will identify literary devices such as foreshadowing, imagery, or figurative language (i.e., similes and personification). <b>DOK 2</b></i>	<i>RD-04-5.2</i> <i>Students will identify literary devices such as foreshadowing, imagery, or figurative language (i.e., similes, metaphors, and personification). <b>DOK 2</b></i>	<b>RD-05-5.2</b> <b>Students will identify literary devices such as foreshadowing, imagery, or figurative language (i.e., similes, metaphors, personification, hyperbole). DOK 2</b>
<b>RD-EP-5.3</b> <b>Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions about a passage. DOK 2</b>	<b>RD-04-5.3</b> <b>Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, diagrams, headings) to answer questions about a passage. DOK 2</b>	<b>RD-05-5.3</b> <b>Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, diagrams, headings) to answer questions about a passage. DOK 2</b>
<i>RD-EP-5.4</i> <i>Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage. <b>DOK 2</b></i>	<b>RD-04-5.4</b> <b>Students will identify the organizational pattern used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage. DOK 2</b>	<i>RD-05-5.4</i> <i>Students will identify the organizational pattern used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage. <b>DOK 2</b></i>

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